DOCUMENT RESUME

ED 162 718 JC 790 030

AUTHOR Corbitt, Gail
TITLE Fall 1977 Student Survey of Schedule.
INSTITUTION Arapahoe Community Coll., Littleton, Colo.
NOTE 20p.; Parts of appendix may be marginally legible

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS Community Colleges; Institutional Research; *Junior Colleges; *Scheduling; *School Schedules; School Surveys; *Student Attitudes

ABSTRACT

A survey was conducted to find out how students felt about the scheduling of classes at Arapahoe Community College. A stratified random sample of 97 classes, involving 1,775 students or 28% of the student body, was used. Questions were designed to assess: (1) the type of classes in which the student typically enrolled, day/night, etc.; (2) an evaluation of the process of getting into desired classes and obtaining related student services; and (3) demographic information about the students in the survey. The demographic data verified that the sample was representative of the total student population. The most common complaints were that courses needed for graduation were not offered to both day and night students; that night courses should start at 5:30 or 6:00 p.m., instead of 5:00 p.m., to allow more time to get to school from work; and that registration times should be scheduled so that those closest to graduation could register first. Closed courses posed the biggest problem to students during registration. With respect to expanded student services, many students wanted the bookstore, food services, and library to extend hours at night and/or on weekends. Expanded course offerings at night, in the early morning (6:00-8:00 a.m.), and on weekends were also favored. Appendices contain the survey, lists of closed or unavailable courses, and student comments. (MB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED162714

Fall 1977 Student Survey of Schedule

by Gail Corbitt, Director
Institutional Research

JC 790 030

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Gail Corbitt

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

Arapahoe Community College

FALL 1977 STUDENT SURVEY OF SCHEDULE

In the Fall 1977 the Director of Admissions and Records and the Institutional Research Officer wanted to find out how students felt about the scheduling of classes. It was their hope that the data collected could be used for planning future schedules and for pinpointing problem areas for selected students. The goal of the survey was to find out more about the students so that the college could better meet their needs in terms of offering courses and service.

Method

A stratified random sample was drawn based on course prefix, type of class, and time that the class met. Because sampling was used, a maximum response was desired so it was decided that the students would be surveyed in the classroom setting. Classes were chosen to be in the survey within the described stratified groupings. Figure 1 gives the number of classes offered Fall 1977 by prefix and time of day. For purposes of identifying scheduling problems, self paced and independent study classes were excluded since the student can work by arrangement.

The questionnaire went through several stages of development with the final form included as Appendix A of this report. There were three parts to the questionnaire designed to assess 1) the type of classes in which the student typically enrolled, day/night etc., 2) an evaluation of the process of getting into desired classes and obtaining related student services, and 3) demographic information about the students in the survey. The demographic data served to verify that the students in the sample were representative of the student body as a whole and to identify which students had the most problems with scheduling and/or receiving services.

The administration of the questionnaire was done at the beginning of the selected classes by the instructor and for the most part all faculty

Figure 1: Courses Offered Fall 1977 by Time of Day

Total Number of Courses Offered

(excludes by arrangment)

	before noon	noon-5p.m.	after 5p.m.	TOTAL
Allied Health	9	10	5	24
ANT/SOC	5	5	5	15
Psy	10	3	2	15
Pos	3	1	3	7
Acc	12	4	8	24
Bus	6	1	6	13
Sec-Ccr	6	4	6	16
Eco/Fin/Ins/Ree	6	2	12	20
Man	7	1	5	13
Mar/Ind	12	1	8	21
Eng/Lit	25	14	14	53
Lan,Rea, Sts	20	1	6	27
Foreign Lang.	5	1	1	7
Mne	2	0	1	3
Art	7	6	5	18
His	10	4	3	17
Mus	6	4	1	11
Phi/Hum	2	2	1	5
Hud/Wst	3	4	0	7
Phys.	8	4	4	16
Biol. Sci	3	4	2	9
Mat/Csc	13	5	6	24
Lea/Cst/Osh	8	9	17	34
Arc	2	7	7	16
Bldg/Cot	0	0	8	8
Elt/Elm	6	0	8	14
Mec/Drt	5	6	12	23
Aut/Aub	10	9	6	25
Wel	0	5	3	8
TOTAL	211	117	165	493

members who participated were cooperative. The completed questionnaires were then collated, coded, keypunched, and analyzed via computer programs.

Results

Of the 97 classes originally in the survey three had been cancelled and five courses could not be identified by instructor. To replace these eight, eight replacement classes were included in the survey. Out of the classes still in the survey five instructors did not return completed questionnaires and/or refused to participate in the survey and three returned the questionnaires too late for processing. This meant that data from students in 94 classes in the sample were returned in useable form. In order for the data in the sample to have been 95% reliable, a return from 83 classes was needed, so the sampling method yielded a high level of confidence in the data. A total of 1775 students participated in the survey which was approximately 28% of the total headcount for the quarter.

About 95% of all responses from the students were useable and the characteristics of the students who participated in the survey seemed to be representative of those for the student body as a whole. Twenty-four percent (24%) were enrolled at night which compared to a 25% evening FTE generation for Fall quarter. The students were fairly evenly split by sex with about 5% more females which was consistent with student profile data. The average age of the students in the survey was 24.3 years old which is slightly lower than the college average of about 26 years. Sixty-six percent (66%) of the students in the survey were employed and 31.4% of the students were employed full time. These data are consistent with data collected in other college surveys.

The days that students were most available for classes at ACC appear as figure 2.

Figure 2: Percent of Students Available by Day of Week

Day	Percent of Respondents
Mondays	91.7%
Tuesdays	83.9%
Wednesdays	93.0%
Thursdays	87.6%
Fridays	76.8%
Saturdays	11.9%
Sundays	7.3%

Examining the data by major revealed that major codes with 30% or more of the students not available for Friday classes were: Sociology, History, Industrial Maintenance, Court and Conference Reporting, Insurance, Legal Assistant, Real Estate, Secretarial Sciences, Architectural Technology, Concrete, Electronics, OSHA, Welding and Undeclared programs. The programs where 30% or more of the students said they were available for Saturday classes were: Political Science, Journalism, Philosophy, Pre-medical/ Pharmacy, Court and Conference Reporting, Continuing Education in Nursing, Mechanical Technology, and OSHA programs. These percentages are often misleading because the number of students in each major code were sometimes small, i.e. less than 5 students. Depending on the number of majors in any given program, however, the data may be an indication of the success a given class may have if offered on a Friday or Saturday.

Figure 3 gives the percentage of students who preferred morning, afternoon, and evening classes. Majors with at least a 30% preference for afternoon classes were: Insurance, Pre-pharmacy, Clerk Typist, some Secretarial programs, i.e. Steno and Medical Secretary, Finance, and Welding programs. Those students who preferred night classes by at least thirty percent were in the Sociology, Industrial Maintenance, Court and Conference Reporting, Hospitality, Finance, Real Estate, Concrete, Electronics, Industrial Maintenance, Mechanical Technology, OSHA, Welding, and Undecided

major categories. Students in the academic programs seemed to prefer morning classes more often than did Vocational students.

Figure 3: Percent of Students by Preferences of Time of Day

Time	Percent of Respondents Ranking this time period as their first preference
8:00 a.m. - noon	64.1%
noon - 5 p.m.	11.6%
5:00 - 10:00 p.m.	21.5%
other (includes weekends, before 8 a.m. and after 10 p.m.)	10.3%

When asked which type of night class a student preferred 36% of the students said they preferred a course meeting only one night for a 3-4 hour block. About Fifty-Six percent (56%) said they preferred to meet twice a week for shorter blocks. The remaining 3% who responded indicated they would like to meet more than twice a week for 50 minute blocks.

Figure 4 displays the responses to the question dealing with the likelihood that the student would attend classes of their choice offered at "non-traditional" times. From this table it appears that Saturday morning classes and courses offered before 8 a.m. may have the greatest chance for success. Only 24% of the students in the survey said they probably or definitely would attend classes offered on Saturday mornings. In terms of numbers, however, the 6.2% who said they would definitely attend a Saturday morning class account for 110 students in the survey which is a projected 393 students from the student body as a whole.

Those programs with at least moderate preference for Saturday morning classes came from students majoring in Early Childhood Education, English, Computer Science, Accounting, Conference and Court Reporting, Hospitality, Nursing, Architectural Technology, Electronics, Secretarial Sciences,

Premed, Psychology, Media, Art, History, Music, Math, Interior Design, and Medical Records Technology. For this particular analysis responses were only included if there were at least ten students declaring the program area as a major.

Figure 4: Percent (and projected numbers) of Students Who Would Attend Classes at Non-traditional Times By the Likelihood of Attendance*

	Definitely Would Attend	Probably Would Attend	Probably Would Not Attend	Definitely Would Not Attend
Friday after 5 p.m.	5.4% (342)	9.8% (621)	24.6% (1560)	52.7% (3340)
Saturday before noon	6.2 (393)	18.1 (1147)	22.1 (1400)	46.0 (2916)
Saturday afternoon	4.5 (285)	10.8 (685)	25.5 (1616)	50.3 (3189)
Concentrated weekends	5.0 (317)	11.3 (716)	18.4 (1166)	53.0 (3360)
Monday-Friday before 8:00 a.m.	13.6 (862)	26.1 (1655)	19.4 (1230)	31.6 (2003)

* The numbers in parenthesis are the projected number of students from the student body as a whole who would fall into each category.

Students majoring in Psychology, Art, Computer Science, Engineering, Math, Accounting, Fashion Merchandising, Secretarial Science, Medical Lab Technology, Architecture Technology, Welding, and most Business occupations had the highest preference for early morning (prior to 8:00 a.m.) classes on Monday through Friday. There was at least moderate interest in attending early morning classes by nearly every student group by major in the survey except Court and Conference Reporting, Medical Office Assistant, Industrial Maintenance, and OSHA majors.

The next portion of the questionnaire dealt with satisfaction that the student had with his/her Fall 1977 schedule. About 37% of the students in the

survey were very satisfied with their schedule and another 37% were at least moderately satisfied. About 10% of the students expressed some degree of dissatisfaction with their Fall schedules of classes and there was no significant relationship between the time the student registered and the degree of satisfaction. In fact, while the relationship was non-significant, those students who did pre-register for the Fall quarter were slightly less satisfied with their schedules than were students who registered immediately prior to and/or during the first week of classes.

Figure 5: Percentage and Projected Number of Students with Scheduling Problems By Time of Registration

Problem area	August 15-18 Registration		September 14-16 Registration		Total*	
	survey %	Projected number	survey%	Projected number	survey %	Projected number
Closed Courses	9.4%	590	13.8%	870	24.6%	1550
Courses wanted but not offered	12.8%	810	7.2%	450	20.8%	1300
Courses in conflict with each other	15.5%	980	6.8%	430	23.7%	1460
Courses conflict with work schedule	11.4%	720	5.1%	320	17.2%	1090

* The total includes students who registered at times other than the August and September dates given.

All of the relationships between registration time and registration problem were statistically significant at $p<.001$. The interesting finding of these analyses was that, except for those students experiencing closed classes, more students who registered in August experienced course conflicts and wanted courses that were not offered than students who registered in September. Of the students who pre-registered 22% wanted courses that

were not offered and nearly 27% wanted courses that conflicted with one another. Since there is a month between the time of pre-registration and regular registration perhaps some course rescheduling could occur so that more of these students could get what they wanted. Appendix B contains the list of courses that were in conflict and/or that students said were not offered in Fall 1977.

As expected the students who experienced problems in scheduling courses that conflicted with work schedules were employed full-time. Thirty-one percent (31%) of the students in the survey worked full-time and of these students, 60% classified themselves as night students only. Twenty-three percent (23%) of the students who work full-time wanted classes that were not offered at a time that they could attend. One solution to this problem may be to see that every course has at least one night session offered at least once a year and perhaps indicate in the catalog when the select times are that the specialty courses will be offered.

In the last part of the questionnaire the students were asked to evaluate the availability of services offered at the college and indicate if and/or how the current hours should be expanded. Figure 6 summarized the results.

Figure 6: Percentage of Students wanting expanded availability of Student Services

Service	Percentage of Students who Responded				
	present hours adequate	1-2 nights per week	3-4 nights per week	5 nights per week	Saturday
Counseling office	61.0%	13.0%	4.7%	2.3%	1.0%
Admissions & Records	64.6	10.7	3.3	2.4	.8
Health office	65.4	4.8	3.1	4.2	.5
Child Care facility	64.8	2.0	2.4	5.5	.5
Cafetaria	61.1	3.0	4.8	9.6	.4
Bookstore	51.6	10.7	8.5	7.9	2.4
Business offices	65.8	6.5	3.1	2.7	.6
Library	55.4	4.4	3.4	9.5	4.2
Job Placement	64.2	5.8	3.1	2.8	.6
Financial Aid office	66.1	5.8	2.3	1.8	.5
Veterans office	65.1	6.3	2.4	2.2	.5
Labyrinth	59.3	4.0	3.1	6.6	1.4

Conclusions and Implications

Due to the high participation rate of students in the survey and because the surveyed students had similar characteristics to the whole student body, generalization to the whole college is possible. This means that out of say 6000 students about 600 had some dissatisfaction with their Fall 1977 schedule. The most common complaints were: 1) that courses needed for graduation were not offered to both day and night students, 2) that night courses should start at 5:30 or 6:00 p.m. instead of 5:00 p.m. to allow more time to get to school from work, and 3) registration times should take into account how many hours a student has so that those closest to graduation can register first.

Closed courses posed the biggest problem to students during registration and about 1550 students experienced at least one closed course on their schedule. Since Appendix B outlines what the courses and/or subject areas are that caused the difficulty for the student, perhaps future schedules can take the problem areas into account.

With respect to expanded student services many students wanted the bookstore, food services and library to extend hours to later at night

and/or on the weekends. It was also suggested that the testing center open on Saturday mornings. Perhaps the college could try to expand these services on a trial basis, could increase publicity regarding expanded hours and see if the needs of students are better met.

Expanded course offerings at night, early mornings (6-8a.m.) and on weekends also were favored by 300 to 800 students at the college. Using the subject areas outlined in the report as a guide for most-possible-to-succeed some trial offerings along with good publicity about the changes could take place in future quarters. There seems to be enough student interest to possibiy produce about 100 FTE at times not currently being used at ACC.

Appendix A

Student Survey To Improve Schedule

Class (1-6) _____
Section (7-9) _____
Time Block (10-11) _____

The following questions are designed to give us valuable data related to class scheduling and service at ACC. Your candid and complete response to the questions will help us make decisions that will better meet your needs. Thanks in advance for your help.

1. (12) Please indicate which one of the following most accurately describes your present ACC class schedule.

___ night classes only (1)
___ day classes only (2)
___ combination of day and night classes (3)
___ primarily self paced instruction (4)
(arrangement, independent study, etc.)

2. Which days of the week are you usually available for attending classes at ACC? (check as many as are applicable)

(13) ___ Mondays (16) ___ Thursdays (19) ___ Sundays
(14) ___ Tuesdays (17) ___ Fridays
(15) ___ Wednesdays (18) ___ Saturdays

3. Which of the following most accurately describes the typical hours that you could attend classes at ACC? (Please rank order the time blocks you can attend classes in order of preference; omit those time blocks that you can not attend classes at all.)

(20) ___ 8 a.m. - noon
(21) ___ 12-5p.m.
(22) ___ 5-10 p.m.
(23) ___ Other (please specify _____)

4. (24) For a course offered at night, which one of the following would you usually prefer?

___course meeting only one night per week for 3-4 hours per night (1)
___course meeting two night per week for 1-2 hours per night (2)
___other (please specify _____)
_____

5. In addition to our present schedule indicate the liklihood that you would attend classes of your choice during each of the additional times.

	definitely would attend (4)	probably would attend (3)	probably would not attend (2)	definitely would not attend (1)
(25) Friday nights (after 5 p.m.)				
(26) Saturday morning (8 a.m.-noon)				
(27) Saturday afternoons (noon-5 p.m.)				
(28) Concentrated weekends (3-5 hours of credit meeting on Saturday and Sunday 8 hours for 2-3 consecutive weekends)				
(29) Monday - Friday 6-8 a.m.				

6. (30) Using the scale provided, indicate the degree of satisfaction you have with your Fall 1977 schedule of classes.

very satisfied (7) ___ moderately satisfied (6) ___ slightly satisfied (5) ___ neutral (4) ___ slightly dissatisfied (3) ___ moderately dissatisfied (2) ___ very dissatisfied (1) ___

PLEASE TURN OVER

7. Listed below are some common student complaints related to ACC's scheduling system. Please tell us what your Fall 1977 experience was with respect to each statement.

(31) Courses I wanted were closed. ____ yes (1) ____ no (2)
If yes, please list which courses _____

(32) Courses I wanted were not offered. ____ yes (1) ____ no (2)
If yes, please list which courses _____

(33) Courses I wanted conflicted with each other. ____ yes (1) ____ no (2)
If yes, list the courses you didn't get due to conflicts.

(34) Courses I wanted conflicted with my work schedule. ____yes (1)____no(2)
If yes, please list the courses. _____

8. In addition to 8-5 Monday-Friday, please indicate how often each of the following services should be made available to better meet your needs.

	present hours adequate	1-2 nights per week	3-4 nights per week	5 nights per week	Saturday
(35) counseling office	____	____	____	____	____
(36) admissions & records	____	____	____	____	____
(37) health office	____	____	____	____	____
(38) child care facility	____	____	____	____	____
(39) cafeteria	____	____	____	____	____
(40) bookstore	____	____	____	____	____
(41) business office	____	____	____	____	____
(42) library	____	____	____	____	____
(43) job placement	____	____	____	____	____
(44) financial aid office	____	____	____	____	____
(45) veterans office	____	____	____	____	____
(46) labyrinth	____	____	____	____	____

In order to determine how accurately the students participating in this survey represent the entire student body, we need some additional data about yourself. We appreciate your answering the following questions.

9. (47) What is your sex? ____male (1) ____ female (2)
10. (48-49) What is your age? ____years
11. (50-55) What is your major? _____
12. (56-57) How many dependents do you have other than yourself? ____
13. (58-62) What is the zip code of your current address? _____
14. (63) Are you employed?
____ Yes, full time (at least 35 hours per week) (1)
____ Yes, part time (less than 35 hours per week) (2)
____ No, but I am looking for a job. (3)
____ No, and I am not seeking paid employment at this time. (4)
15. (64) Is this your first quarter as an ACC student? ____yes (1) ____no (2)
16. (65) When did you register for Fall courses?
____ August 15-18, 1977 (1)
____ September 14-16, 1977 (2)
____ Other (please specify) (3)
17. If there is anything you'd like us to know about scheduling, please use the remaining space to comment.

Thanks for your help.

APPENDIX B

TABLE I

The following list consists of the name of courses that students reported as closed at the time they registered along with the number of students naming the course.

Course/Subject	Number of students in the Survey reporting the problem
Arts and Humanities Courses	
Colo. Indian History	4
Art 111 and 121	9
Photography	8
Guitar I.	5
Pottery	3
Jewelry II.	2
Banjo	1
History courses (others)	7
Assertiveness Training (WST)	5
Behavioral Studies Courses	
Psychology III (intro)	75
Sociology (intro)	5
Anthropology (cultural)	4
Anthropology (other)	4
Early Childhood courses	6
Communications Courses	
English 111 and 121	85
Business English	8
Technical Writing	6
Literature courses	3
Reading courses	1
Speech 105	14
Math/Science Courses	
Math 110 (Algebra)	14
Calculus	6
Geometry	2
Business Math	10
Math (other)	10
Computer Science	5
Geology	14
Physics	3
Chemistry	16
Biology	10
Astronomy	3
Foundations of Fitness	2
Yoga	7
Swimming	7
Tennis	7
P.E courses (other)	12

Allied Health Courses

EMT 2
Nursing Courses needed. 2
Intro to MEA. 1
Nutrition 3

Business Courses

Accounting (beginning). 14
Accounting (other). 8
Fashion Merchandising Courses 8
Drawing and Design. 7
IND Courses (other) 14
Business Machines/Calculators 10
Business Communications 2
Business Law. 3
Marketing 4
Salesmanship. 1
Typing. 10
Management 225. 2
Intro to REE. 1

T.T. and I. Courses

Auto Mechanics. 3
Criminal Law. 1
Welding I 1

TABLE II

This list contains the names of courses and/or subjects that the students reported as wanting to take but not offered. The number of students naming the course is in parenthesis if it was greater than one.

Arts and Humanities

Art III
Man and Nature (3)
Self Defense for Women in day
Psychology for Women in day
History of American Religion (3)
History of Christianity (2)
Comparative Religions
Pottery at night
Aviation History and/or other Aviation courses (4)
More Theatre courses
Advanced Guitar (2)
Sculpture
Jewelry III
Piano
Advanced Photography
Ballet (3)
Woodshop and/or Wood crafts at night (5)
Oil Painting

Behavioral Studies

More Human Growth/Development Courses (2)
Parenting (2)
ECE at night (7)
Social Problems
Asian Studies
Native American Studies (2)
Abnormal Psychology
Parapsychology (3)
Social Work (2)
ANT 106 at night
ANT 125 (2)

Communications

Male-female communication at night
Italian
Advanced Spanish
Journalism (3)
Audio-Visual/Radio courses (3)
More Mass Communication (2)
Chinese Art and Language
More Languages (3)

Communications (cont.)

More Communication courses (2)

Math/Science

More Advanced Science (II & III level) (3)
Metric Math (2)
Geology at night (2)
Astronomy in day (3)
Animal Science
Wildlife and Environment courses (2)
More Natural Sciences
Chemistry 103 (2)
ANP (3)
Modern dance (2)
Self defense (4)
Rugby
Badmitton
Baseball
Advanced Tennis
Lifesaving (6)
Advanced Yoga
Bowling (2)
Horsemanship (6)

Allied Health

Advanced first aid
Continuing Education for Nurses (2)
More Medical classes at night
MLT at night (7)
MLT with scheduled breaks

Business

Stock Market and Investments (3)
More Typing sections
Personnel Management (3)
More regular Fashion Merchandising classes (4)
Cost Accounting (8)
Sales Promotion (2)
Keypunch at ACC (3)
Specialty Accounting Classes (7)
Accounting III at night (3)
Textiles at night
Professional Sales Classes (3)
Economic Analysis
Advanced PAL Courses (5)
Small Business Management
Corporations II
Mortgage banking
Office Procedures (2)
Legal Terminology
Court Reporting

T.T.and I.

Design Communication Techniques (2)
Advanced LEA at night (11)
LEA on weekends
Commericial Security
Machine Shop
Civil Law (4)
Crucuit Design
More Architecture Classes (5)
DRT 115 (2)
Solar Energy
Residential Construction

Other

Sewing (2)
Graphology II

TABLE III

Other student comments with frequency of comment in parenthesis.

1. Want counseling at night
2. Want standard degree checks and/or lists of course plans available at registration (3)
3. Start classes later to allow more time to get to school from work (10)
4. Start earlier so don't get out so late (4)
5. Have 5 credit hour day classes meet for 2 or 3 days for longer blocks (4)
6. Offer the same things to day and night students (7)
7. Offer required courses every quarter
8. Open testing center on Saturdays (2)
9. Open library on weekends (6)
10. Register students by number of hours taken to date (5)
11. Have at least coffee machines for late night students
12. Have mail in registration (4)
13. Offer more Science and Math at night (4)
14. Offer more P.E. (esp. swimming and tennis) at night (9)
15. Offer HOI at night
16. Offer more fashion classes at night (2)
17. Courses needed for graduation should be offered at night for any given program (said by NUR, MRT, ARC, and ELT students) (5)
18. Offer more music at night
19. More Accounting I at night
20. More auto body , auto machanics, and welding at night

UNIVERSITY OF CALIF.
LOS ANGELES

JAN 19

CLEARINGHOUSE FOR
JUNIOR COLLEGES